The Native Way

Project Learning Tree Activity #90

Program of Studies

English Language Arts:

- ELA-P-R-5 (choose and read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials (e.g., plays, poetry, short stories) and transactive materials e.g., letters, articles)
- ELA-4-R-1 (understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events)
- ELA-4-R-4 (respond to authors' opinions and details used to support those opinions)
- ELA-5-R-1 (identify meaning from a variety of reading materials , making connections to students' lives, to real world issues, and/or to current events)
- ELA-5-R-6 (respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting)
- ELA-6-R-1 (identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events)
- ELA-6-R-2 (understand characteristics and elements of different literary genres (e.g., novels, essays, short stories, poetry, drama)
- ELA-7-R-1 (identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events)
- ELA-7-R-3 (respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information)
- ELA-8-R-1 (read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events)
- ELA-8-R-3 (analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions)
- ELA-8-R-5 (identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials)

Science:

- S-P-LS-1 (organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met)
- S-P-AC-3 (recognize how science helps to understand characteristics of (e.g., density, size) and changes in populations)
- S-P-AC-4 (examine how science fosters understanding of issues (e.g., use/misuse, availability, distribution) related to natural resources)
- S-P-AC-5 (demonstrate how the study of science (e.g., ecology, chemistry) helps explain changes in environments (e.g., pollution)
- S-4-LS-1 (organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met)

- S-4-LS-9 (organisms change the environment. These changes may be detrimental or beneficial)
- S-4-AC-2 (describe the role of science and technology in dealing with local issues (e.g., landfill location)
- S-5-ESS-3 (investigate living organisms' effects (e.g., changes in the composition of the atmosphere and the environment) on the Earth system)
- S-5-LS-1 (recognize the relationship between structure and function at all levels of organization (e.g., organ systems, whole organisms, ecosystems)
- S-5-AC-3 (recognize how science is used to understand changes in populations, issues related to resources, and changes in environments)
- S-6-LS-5 (investigate factors (e.g., resources, light, water) that affect the number of organisms an ecosystem can support)
- S-6-AC-2 (recognize how science is used to understand changes in populations, issues related to resources, and changes in environments)
- S-7-LS-4 (investigate biological adaptation and extinction)
- S-7-AC-1 (use science to evaluate the risks and benefits to society for common activities (e.g., riding on airplanes, choice of habitation)
- S-7-AC-2 (describe the effects of science and technology (e.g., television, computers) on society)
- S-8-LS-4 (investigate and analyze populations and ecosystems)
- S-8-LS-5 (analyze diversity and adaptations (e.g., changes in structure, behaviors, or physiology)
- S-8-AC-3 (recognize how science is used to understand changes in populations)
- S-8-AC-5 (examine the role of science in explaining and predicting natural events (e.g., floods, earthquakes, volcanoes)
- S-8-AC-6 (use science to evaluate the risks and benefits to society for common activities (e.g., riding on airplanes, choice of habitation)

Social Studies:

- SS-P-H-2 (understand how and why (cause-and-effect) events occurred in the community, state, or nation)
- SS-4-H-5 (recognize how lifestyles and conditions have changed over time in Kentucky)
- SS-4-G-4 (understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions in the United States)
- SS-5-H-4 (trace change over time in the history of the United States and identify reasons for change)
- SS-5-G-4 (examine how the history of the United States was influenced by its physical environment)
- SS-5-GC-4 (explore the rights and responsibilities of citizens in real-life situations)

Core Content

Reading:

- RD-E-1.0.10 (Connect literature to students' lives and real world issues)
- RD-E-2.0.10 (Connect the content of a passage to students' lives and/or real world issues)
- RD-M-1.0.11 (Explain the meaning of a passage taken from texts appropriate for middle-level students)

Science:

- SC-E-3.3.3 (All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams built by beavers benefit some aquatic organisms but are detrimental to others)
- SC-M-3.4.2 (Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival. Extinction of species is common; most of the species that have lived on Earth no longer exist)
- SC-M-3.5.4 (The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). Given adequate biotic and abiotic resources and no diseases or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches in the ecosystem)
- SC-H-AC-2 (explore the impact of scientific knowledge and discoveries on personal and community health; recognize how science influences human population growth, use science to analyze the use of natural resources by an increasing human population; investigate how science can be used to solve environmental quality problems, use science to investigate natural and human-induced hazards; and analyze how science and technology are necessary but not sufficient for solving local, national, and global issues.)

Social Studies:

- SS-E-4.4.1(People depend upon the physical environment for food, shelter, and clothing)
- SS-E-4.4.2 (People adapt to or modify the environment (e.g., produce food, build shelter, make clothing) to meet their needs)
- SS-E-5.2.1(Native American cultures, both in Kentucky and the United States, had similarities (e.g., gender roles, family organization, religion, values) and differences (e.g., language, shelter, tools, foods, and clothing)
- SS-M-4.4.4 (Individual perspectives impact the use of natural resources (e.g., watering lawns, planting gardens, recycling paper)
- SS-M-5.2.1 (America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century)